12 - Strategic Plan 2014-2020 - BOR

Thursday, January 28, 2016
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AGENDA ITEM: 16

DATE: October 8-9, 2014

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SUBJECT: SDBOR Strategic Plan

After initial review of the draft 2014-2020 system Strategic Plan at the August BOR retreat, the Board of Regents members provided further comment and feedback. This feedback was incorporated, and a revised plan is offered for discussion and consideration.

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RECOMMENDED ACTION OF THE EXECUTIVE DIRECTOR

Approve the Board of Regents 2014-2020 Strategic Plan.

South Dakota Board of Regents

Strategic Plan 2014-2020

<u>Mission Statement</u>

The Board of Regents' mission is to provide an excellent, efficient, accessible, equitable and affordable public university and special schools system that improves South Dakota's overall educational attainment and research productivity, while enriching the intellectual, economic, civic, social, and cultural life of the state, its residents, and its communities.

<u>A Vision for South Dakota</u>

The public university and special schools system will educate more individuals to higher levels to enhance state workforce development and will move more research into viable businesses to support state economic development.

To align system priorities in a meaningful way, we offer here a sense of the South Dakota that might come to exist in the decades ahead:

- ✓ South Dakota's population will be more highly-educated;
- ✓ South Dakotans will have increased access to continuing education opportunities needed to upgrade their credentials while remaining in the workforce;
- ✓ South Dakota will have a working-age population with advanced levels of education needed to support our democracy and the modern, knowledge-based economy;
- ✓ The South Dakota economy will benefit from significant increases in university and associated research-derived commercialization activities;
- ✓ South Dakota will be a recognized national leader in the use of information technology to enhance its educational, economic, social, scientific, and political development.

<u>Challenges</u>

1. According to the 2010 Census, except for the Native American population, the population within South Dakota's younger-age cohorts is forecast to decline over the next decade.
2. According to the WICHE survey of high school graduates by state, the number of high school graduates in South Dakota will rise modestly over the coming decade, while graduate growth at the regional and national level plateaus. As a result, competition for high school graduates in the region will increase, enhancing the need to enroll more non-traditional students and underserved populations.

3. Educating Native American students to higher levels will be necessary to improve educational attainment.
4. Increased public investment will be needed to moderate tuition and fee increases and improve affordable access, especially for lower income students.
5. Employee turnover will increase as "Baby Boomers" retire.
6. Workforce shortages will increase as skilled job growth exceeds the growth of available skilled workers.
7. Attracting and retaining non-resident students will be even more important in reducing workforce shortages and will require creative tuition and fee pricing policy.
8. Finding academic delivery models that offer enhanced educational quality at a lower cost will be an important strategy in keeping price affordable.
9. Flat research spending at the federal level will require diversification and innovation to grow real research and contract spending in South Dakota.
10. Strategic investments in higher education's physical infrastructure will be necessary to allow South Dakota to compete in the modern economy.

These challenges lead to a commitment to four major goals that will guide the actions of the Board of Regents, its system and institutional leaders:

1. **Student Success** – Grow degree production to 7,450 per year by 2020.
2. **Academic Quality and Performance** – Document that academic programs are of the highest quality.
3. **Research and Economic Development** – Increase annual system research and contract expenditures to $150M by 2020 to advance knowledge, enhance technology transfer, commercialization, and catalyze economic development.
4. **Affordability and Accountability** – Reduce SD tuition and fees ranking to the regional average by 2020.

Goal 1: Student Success – Reflecting rates of growth in total graduates over the last five years, grow degree production to 7,450 per year by 2020.

Intended Outcomes:

- Grow the number of undergraduate and graduate degrees awarded.
- Increase the number of degrees awarded to Native American students.
- Improve system first year retention rates.
- Improve institutional four-year and six-year graduation rates.
- Reduce the percentage of entering students requiring remediation.

Action steps – The role of the Board of Regents is to enact and monitor policy, advocate for state investment, create incentives to the universities, and monitor and evaluate institutional outcomes to achieve the intended outcomes.

Expand educational access

- Create a public engagement campaign to actively promote the value and benefits of a university degree.
- Advocate for increased state funding for need-based aid programs that make postsecondary education accessible and affordable.
- Advocate for increased state investment to increase the purchasing power of the South Dakota Opportunity Scholarship program.
- Hire a system director of student preparation and success to improve recruitment and success of Native American students.
- Expand collaborations with Tribal Colleges.
- Work with the SDDOE to expand dual credit offerings with high schools
- Improve transfer articulation agreements with technical institutes and tribal colleges and universities.
- Strengthen high school academic preparation by collaborating with SDDOE to improve the percentage of entering freshmen prepared to perform at the college-level.
- Encourage campuses to create innovative programs to attract and retain in SD, more non-resident students.
- Ensure that special schools' delivery of outreach services is based on best practice.
- Seek investment to increase the number of students served by special schools outreach programs.

Work with campuses to improve student retention and completion.

- Design clearer pathways for degree completion for adult students.
- Increase the awarding of competency-based credit.
- Expand alternative approaches to remedial course delivery.
- Expand degree completion programs for students who have finished a significant number of credits, but have not yet graduated.
- Expand distance learning and hybrid course offerings and improve student support services for these students.
- Encourage campus promotion of completing 15 credit hours per semester.
- Seek resources to improve career counseling, student support services, and academic support and advising.
- Provide students with better tools to plan and manage their program of study.
- Work with campuses to expand use of the early alert system.

- Seek resources to enhance programs and services for students with disabilities to ensure their success, especially those students served by our special schools.

Goal 2 - _Academic Quality and Performance_ - Document that academic programs are of the highest quality.

The Board of Regents is committed to offering the highest quality academic programs that educate students broadly through strong Arts and Sciences offerings, coherent general education requirements, and majors and minors that prepare students with the skills and knowledge to thrive in a rapidly changing world.

Intended outcomes:

- Improve the pass rates on licensure and certification exams.
- Increase the number of accredited programs.
- Continue to approve new graduate programs.
- Grow the number of students participating in experiential learning.

Action steps

1. **Program Design and Review** – Continually review existing programs for quality, rigor, and relevance in South Dakota's modern economy.
   - Monitor and refine student learning outcomes for all programs offered.
   - Review general education requirements in the liberal arts and sciences to ensure students develop foundational skills, knowledge, and understanding to succeed in the modern world.
   - Revise teacher preparation and educational leadership programs to better prepare professionals to work in standards-based schools that use the results of common assessments for student improvement.
   - Encourage increased professional development for special school outreach workers and disability specialists.
   - Promote use of instructional delivery models and materials that provide high-quality instruction and enhanced student learning.

2. **Accreditation** – Support and promote institutional and, where appropriate, programmatic accreditation.
   - Encourage institutions to exceed the criteria for institutional accreditation established by the Higher Learning Commission.
   - Encourage institutions to increase the number of academic programs (or specific colleges or schools within the institutions) that hold programmatic accreditation.
   - Approve special fees when necessary to provide resources needed for accreditation.

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3. <u>Student Engagement</u> – Encourage student engagement in research and service.

- Encourage institutions to grow participation in undergraduate research.
- Review policies, practices and degree requirements to encourage increased participation in community service, undergraduate research, co-curricular and extra-curricular activities.

<u>Goal 3 - *Research and Economic Development* -</u> Increase annual system research and contract expenditures to $150M by 2020 to advance knowledge, enhance technology transfer, commercialization, and catalyze economic development.

This goal aligns with *2020 Vision: The South Dakota Science & Innovation Strategy*[1] which provides a framework for driving research and economic development within the state.

<u>Intended Outcomes:</u>

- **Increase grant and contract expenditures.**
- **Increase the number of invention disclosures.**
- **Increase the number of signed license agreements.**
- **Increase the number of licenses signed with start-up companies.**
- **Increase the number of graduates from STEM programs.**

<u>Action steps</u>

1. <u>Grant Activity</u> – Support the universities' efforts to enhance research and development productivity through grants and contracts in key research sectors, recognizing the mission of each of the Regental universities.

   - Promote physical infrastructure and equipment investments in research areas supporting the following targeted sectors:
     - Value Added Agriculture and Agribusiness;
     - Energy and Environment;
     - Materials and Advanced Manufacturing;
     - Human Health and Nutrition; and
     - Information Technology/Cyber-Security/Information Assurance.

   - Assist the universities to increase contract and grant activity in all areas (federal, state, and private), with an emphasis on developing the public and private partnerships.

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[1] A full copy of the report can be found on the SD EPSCoR website at the following link: http://www.sdepscor.org/_wp-pdf/s&tplan/2020%20Vision.pdf

2. <u>STEM Education</u> – **Expand educational opportunities in the areas of science, technology, engineering, and mathematics.**

   - Increase the number of master's and doctoral level STEM programs.
   - Foster partnerships with K-12 to increase the number of students who can succeed in STEM programs.
   - Encourage campuses to increase recruitment and retention of undergraduate STEM majors.

3. <u>Economic Development</u> – **Contribute to the state's workforce and economic development.**
   - Encourage development of academic programs and certificates that align with existing and future state workforce needs.
   - Create incentives for increased numbers of private/public partnerships in key industry sectors.
   - Build a robust technology transfer framework within the public university system to foster and promote the commercialization of innovations.
   - Work with research universities to grow research parks to incubate new companies and to attract science and technology companies to locate and expand in South Dakota.

1. **<u>Goal 4 - *Affordability and Accountability* -</u>** Reduce SD tuition and fees ranking to the regional average by 2020.

Advocate for increased public investment to make higher education affordable for every South Dakotan. Manage public higher education to promote transparency and a clearer understanding of the costs of higher education.

<u>Intended Outcomes</u>:

- Reduce the three-year federal loan default rate.
- Move the system's regional ranking for undergraduate resident tuition and fees from 6th best to 4th best.
- Move student support from 61 percent of operating costs to 50 percent.
- Reduce education and related spending per degree.
- Increase the number of students served by the special schools.

<u>Action steps</u>

1. <u>Streamline academic delivery and support services.</u>

- Identify new and innovative ways to deliver high-quality academic courses and programs that create new markets and reduce cost.
- Manage unnecessary duplication within academic programs and support services.
- Review and monitor underproductive programs for potential consolidation, elimination or for expected improvements.
- Monitor program productivity to ensure that available programs align with the interests of students and the needs of the state.
- Grow competency-based education.
- Create incentives in pricing structure that encourage students to earn dual credits in high school and through AP examinations.
- Develop improved delivery methods for remedial education that enhance learning and reduce student costs.
- Monitor the effectiveness and efficiency of the outsourced contracts at the School for the Deaf.

2. **Manage and control costs passed on to students and increase available support to students**

- Produce budget requests that increase state investment over time to increase state support from the current 39 percent to 50 percent of operating costs and thereby reduce student support from 61 percent to 50 percent.
- Advocate for increased investment in special schools outreach workers to maximize support for students with visual and auditory challenges in the schools.
- Make use of facility utilization reports and enrollment data to target capital investments and manage space.
- Align system budget requests with the goals and focus of the strategic plan.
- Commit to an integrated systems approach and shared services where feasible.

3. **Transparency and Communication** – Demystify and simplify public higher education costs for students and their families, especially South Dakotans, policymakers, and taxpayers by making publically available Regental system aggregated data and individual university data by institution and per student FTE.

- Provide access to institutional financial statements, outstanding debt information, and management reports in a single online location.
- Create dashboard indicators for key higher education metrics.
- Provide detail on the resources and revenues that support education, and benchmark those with other states for the system and for each Regental university on a per student FTE basis.

- Provide detailed enrollment data to allow for tracking of on-campus, off-campus, and distance students.
- Provide information and the necessary detail so students may better understand the cost of education and what they are paying for.
- Communicate the amount of state support available in the base funding of each university.
- Provide occupational wage information so students can make informed decisions about their selection of majors.

4. Alignment – Ensure that special school and higher education institution strategic plans are aligned with the BOR strategic Plan.

SDBOR 2020 Strategic Plan
Summary of Proposed Performance Indicators

Priority 1: Student Success	Current (2014)	Goal (2020)
Total UG degrees awarded *Total undergraduate degrees awarded*	4,800	5,630
Total GR degrees awarded *Total graduate degrees awarded*	1,550	1,820
Degrees awarded to American Indian students *Degrees awarded to students whose self-reported racial classification is (1) American Indian or Alaska Native alone, or (2) multi-racial including American Indian or Alaska Native*	132	220
Retention rate, in-system *Percent of first-time, full-time, bachelor's degree-seeking students returning to any Regental university for a second fall semester*	77.7%	83.0%
Four-year graduation rate, at starting institution *Percent of first-time, full-time bachelor's degree-seeking students graduating in four years or less*	24.2%	27.0%
Six-year graduation rate, at starting institution *Percent of first-time, full-time bachelor's degree-seeking students graduating in six years or less*	51.6%	54.0%
Remediation rate, HSTR entering cohort *Percent of first-time, full-time, degree-seeking students from SD high schools who were designated for remedial coursework in at least one subject (math or English)*	26.6%	22.0%
Priority 2: Academic Quality and Performance	**Current (2014)**	**Goal (2020)**
Percent passing licensure and certification exams *Percent of graduates who were tested and passed a licensure or certification exam in a professional field*	93.2%	95.0%
Number of accredited programs *Number of degree programs with national accreditation or certification*	91	100
Number of new graduate programs *Number of new graduate degree programs receiving final approval (per year) from the Board of Regents*	7	7
Students participating in experiential learning *Number of students enrolling in at least one internship, practicum, field experience, or cooperative learning experience*	2,658	3,250
Priority 3: Research and Economic Development	**Current (2014)**	**Goal (2020)**
Grants and contracts expenditures *Total spending on all federal, state, private, and other grant and contract research*	$97m	$150m
License agreements *Number of signed agreements authorizing a third party to develop university-generated intellectual property*	15	25
Licenses signed with start-up companies *Number of new companies launched that are designed to commercialize university-generated research*	8	15
STEM degree majors *Number of students completing a major in a science, technology, engineering, or mathematics field*	1,630	1,950
Priority 4: Affordability and Accountability	**Current (2014)**	**Goal (2020)**
Three-year federal student loan default rate *Percent of federal student loan borrowers entering repayment in a given fiscal year who default on their loans by the end of the second following fiscal year*	6.3%	5.3%
Regional ranking for UG-R tuition and fees *SD's regional rank for tuition and fees for residential undergraduates at four-year public universities, out of eight regional neighbors*	6th best	4th best
Percent of operating budget funded by the state *Current operating support shows 61% coming from students and 39% from the state.*	39%	50%
Students served by SDSD *Number of students served in any capacity by the SD School for the Deaf*	440	450
Students served by SDSBVI *Number of students served in any capacity by the SD School for the Blind and Visually Impaired*	260	270